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TABLE OF CONTENTS

The Old School Book,	Page 1
Earnestness,	1
The Public School and its Office,	2
Dialogue—Work Conquered,	2
False Syntax,	2
Fun in the School Room,	2
Teaching Reading,	3
Profitable Labor,	3
The Reflex Influence of Teaching,	3
Industrial and Free Hand Drawing,	4
Festivals,	4
BOOK NOTICES,	5, 6, 7
Advertisements,	5, 6, 7
EDITORIAL,	8
BOARD OF EDUCATION,	9
CITY SCHOOL NEWS,	9
Letters,	9
JERSEY CITY,	10
The English Language,	10
Mythology,	10
Publishers Department,	10

THE OLD SCHOOL BOOK.

On the old school book in its dusty nook,
With a tearful eye I gaze:
Come down, old friend, for an hour we'll spend
In talking of bygone days.
I gaze once more, as in days of yore,
On the task that vexed the brain;
The lesson is done, and victory won,
And I feel I'm a child again.

And I seem to stand with the youthful band
In the old house on the green:
I hear the fun 'ere the school begun,
And I join in the glad scene.
I take my place, with a sober face;
O'er the well-carved desk I bend,
And hourly pore o'er the learned lore
Of thy wonderful page, old friend.

Then our cares were few, and our friends were true,
And our griefs were rare and light;
The world was naught, (so we fondly thought)
But a region of pure delight.
But the time has sped, and the path has led
Through the dark and tearful scene:
And passed away are the good and gay,
Like the old house on the green.

But we'll sing no more, of the days of yore,
For the tear-drop dims the eye;
Sleep on, old book, in thy dusty nook,
As in years that have glided by!
No guilt we trace in thy honest face,
But a mine of gold within
Enriched the youth, as they sought for truth,
In the old house on the green.

Earnestness.

A common story this is. In one of the remote school districts of the State of New York, there stood at one of the four corners of the road a small school-house that had been formerly painted red. There was no fence around it, and its general outward appearance was desolate in the extreme. Within, the same hand of neglect was visible. Eight windows, without curtains, let the sunlight in on a worn and filthy floor. The door was partly hung on one hinge. The desks had been made of common pine, and thus perhaps had presented an undue temptation to the knives of boys; for holes large enough to put the entire hand through were found in the solid board. Each occupant had felt it necessary to erase the name of his predecessor, and carve his own.

Who were belles—centers of admiration—could easily have been surmised from the frequency with which their names were inscribed on the walls. A huge stove in the middle of the room, its length and vast mouth saving the necessity of cutting or splitting the wood.

The autumn day the new teacher surveyed these things. He was a resolute and earnest young man. He began with his own hands a general repair of the premises. He put up curtains; he had a blackboard and pointers made; he cut his crayons out of a large piece of chalk. Upon the gathering of the pupils he explained to them his desire for their help to make a "good school." In a short time, this man, paid "\$22 per month and board around," had created an enthusiasm not only among the pupils but among the pupils' parents. The rooms were kept clean, order reigned, study had become a pleasure, the voice of song was frequently heard. In the course of the winter about 80 pupils were crammed into that little room; they were of all ages. A class of beginners sat in front of a class in Algebra and Philosophy. Here was one mind that could animate and enthuse the whole. From nine in the morning to four in the afternoon—except an hour for intermission did this toiler pursue his work.

The results are not to be sought for in the amount of absolute learning, rather in the sacred fire communicated. "Knowledge is easy to him who aspires" is an Arabian motto. We learn with ease what we want to know. The earnestness of one mind communicates itself to another. The school feels it, if the master has it. All acquirements fall before this remarkable agency. With it, knowledge is more than a power, it is an influence. Teacher, are you in earnest? Perhaps you ask "What is earnestness in education?" It is a conviction in your mind of the value and importance of education, so great that you can rest not until you put it into the possession of your undying pupils.

The Public School and its Office.

FROM SUPT. STONE'S ANNUAL REPORT—SPRINGFIELD, MASS.

We generally labor for the accomplishment of a work with a zeal and wisdom corresponding to our conception of the nature and importance of that work. As educators, then, we may appropriately ask, "What is the public school? and what is its legitimate function?"

The public school, as founded by the early settlers of New England, had its origin in their firm conviction that the only sure foundations of a free state are intelligence and virtue; and that its greatest enemies are ignorance, prejudice and vice. Our ancestors believed in the democratic idea, that man is not made for the state, but the state for man, and for his protection in his rights and liberties. Thus recognizing education as a conservative power in the state they also believed that it must be universal and free; that children are the wards of the state, and have a right to be educated; that it is the right and duty of the state to develop and direct, not only its material resources, but the capabilities and energies of its people. In fact, our forefathers gave tangible expression to the sentiment since uttered by Carlyle, that "The test of government is to educate men." Two centuries and a half of legislation, both by its positive enactments, and by inferential interpretation, as expressed by the highest judicial authority, amply confirm this view of the relation of the school to the state. In the fulfillment of its proper office, then, what must be the aims of the school in its relation to the child?

1. It must recognize the higher nature of the child, and

strive to lift him above mere animal existence; to enlighten his understanding; and to see that his moral nature is cultured and chastened that he may be kept from the despotism of passion and vice, to be made fit for the duties and enjoyments of an intelligent being.

2. Such a knowledge of the human system, of its laws and functions, and of hygiene, as is necessary for the preservation of health and bodily vigor.

3. The child should be taught the proper use and control of his organs of speech; a knowledge of language sufficient for the expression of thought, and for the business and social intercourse of life; the elements of mathematics and their application; and such a training of the hand as is necessary and useful in penmanship, and in practical drawing as related to industrial pursuits.

4. The acquisition of useful knowledge, if not the highest aim of school work, is, nevertheless, a very important part of that work. The mind thrives upon such knowledge, as does the body upon its appropriate nutriment. While making such attainments, the learner tests his knowledge and powers; theories have their application, and the well-instructed pupil becomes the intelligent business man and member of society.

5. The character of the individual determines the character of society and the state. Schools must therefore aim to give, as far as possible, by appropriate studies and training a harmonious development of the faculties and of character. There are certain great principles whose importance is so generally, and, I may say, universally recognized, that those principles become legitimate subjects for instruction in the public school. They relate to truthfulness and integrity; filial affection and patriotism; obedience to law, and a respect for the rights of others and for the customs of society; gratitude for benefits received; habits of attention and self-control, of industry and frugality; an interest in the public welfare; a disapproval of whatever is wrong and unworthy, and an approval of all that is true and noble.

In thus outlining the scope of school work, it should be born in mind that no education is carried on wholly in the school, nor completed there. There are many other agencies and influences, with which the teacher and school authorities have no direct connection.

The details for accomplishing the objects above enumerated must, of course, be determined by those upon whom devolves the immediate control of the schools. Remembering that the schools are of the people and for the people, and also that the higher grades have an elevating influence upon those below, we may safely strive to secure the greatest good for the greatest number.

In closing this, my fourth annual report, I beg leave to tender my grateful acknowledgments to the teachers for their co-operation; to the public for many expressions of interest in the schools; and to you, gentlemen of the school committee, for your sympathy and support during the year.

What is, then, the end of educational systems? Primarily to draw out (as the word implies), to develop, to stimulate, and train the dormant faculties; to produce many-sided—as nearly as possible full-orbed and rounded men. Life and labor will soon enough beat them into special forms. There is no danger that our little schooling, of a few hours per week for a few years, will roll all minds to profitless uniformity. The peril is on the other side altogether; and it is for us to labor to prevent, particularly under the circumstances of American society, the rise of a generation of row specialists.—RAYMOND.

Work Conquers.

FOR ELEVEN GIRLS AND SIX BOYS.

This is a beautiful original dialogue, for both boys and girls, from eight to twelve years of age. There should be three or four boys of twelve years of age to handle the declamations, which should be carefully learned, and upon which they should receive careful drill. This is well fitted for an opening piece. A good way is to have a frame of pine back of the stage not less than four by six feet, across which white muslin is stretched. Higher up fix permanently another frame and trim it with evergreens handsomely, so that, when the first frame is pulled up behind, the second will be a frame for it. The letters can be made beforehand of wire and covered with evergreen (spruce), and while talking about them, the children can put in flowers. The letters are easily pinned to the screen. The effect in a brightly lighted room is indescribably beautiful.

A group of boys and girls come irregularly in as though entering the school-room.

Maggie. Oh, girls! now we can have a nice time, doing our part, all by ourselves.

Tennie. I am glad I came so early. Why, it was nearly eight o'clock when I started from home.

Clara. Yes, and I ran all the way for fear I should be late.

Mary. What shall we do first? How shall we manage it? We are a committee selected to put up a handsome motto in our school-room; but what do committees do? I'm sure I don't know. My father says a committee of one is the best when there is any work to be done.

Bessie. Why not write it on the blackboard.

Several voices. Oh, no, that won't do!

Annie. Well, girls, while you are planning out the thing, the rest of us will do some singing. [Sings, and others join.*]

"Tis sweet at early morn,
When balmy breezes play
And toss the pearly dew
From sparkling, leafy spray,
Sweet strains to hear from voices clear,
To usher in the day."

Sarah. [Pointing.] Oh, what a lot of pretty flowers! Where did you get them?

Harriet. I got them at home. Mother says that if we are to make a motto, we shall need flowers and evergreens. There are pinks in that basket, and roses in the other.

Louisa. Let us first tie them up in bouquets.

Annie. Yes, that will be real nice; that's just the thing. But what motto shall we have? Come, Georgie, you were put on the committee because you are always reading and thinking. Now, you must tell us a good motto.

Georgie. Well, I've got a splendid one for you. Here it is. I copied it the other day from a book. "WORK CONQUERS."

Several voices. Oh, yes; that is the very thing!

Annie. Didn't I tell you that she was a reader and thinker!

Ava. Here come James, Alfred and Leon. Boys, we have been appointed to put up a motto with flowers. See what lots of them we have got. There comes Hattie with a whole basketful more.

Eddie. Where are you going to put it, and what is your motto?

Several voices. "WORK CONQUERS."

James. Here is the place to put it, right on this frame. It is just the thing.

Leon. You girls band me some flowers, and I will finish this W in double-quick time.

[Takes up the letter out of the basket and pins it to the muslin. As soon as GEORGIE announces the motto, several should surround the basket and appear to be busy in manufacturing the letters.]

Hattie. [Pointing.] There, isn't that real beautiful?

Several voices exclaim. Beautiful! Beautiful!

Ava. Who knows what it stands for?

Alfred. I do; it stands for work.

Walter, Christopher and Sarah. Oh, yes; we have had a song about it in school. [Sings.]

"Work, for the night is coming;
Work thro' the morning hours;
Work while the dew is sparkling;
Work 'mid the springing flowers;
Work when the day grows brighter;
Work in the glowing sun;
Work when the night is coming,
When man's work is done."

Annie. There, Alfred has got an O almost done; and it is a pretty one, too.

Leon. I can tell you what O stands for. It stands for Order. Order is what makes home so happy, and it is what makes the skies so beautiful when filled with stars. There should be order in all our acts, and in all our thoughts. The flowers have their parts arranged in wonderful regular-

ity, and that is why we admire them so much. Everything that God makes is in perfect order, so that it is said that "order is Heaven's first law."

Mary. See, the R is done now, and I will tell you what it stands for—Right. [They Sing.]

Do right in our motto, do right in our aim,
We care not for glory, for wealth or for fame;
A pure, spotless banner we'll raise with our might,
With this for our motto,
Always do right.

Walter. While you were singing, I finished the K.

Georgie. Yes, and it is well done, too. Now, what shall we say about Mister K? Come, Jennie, you are always able to think of something to say.

Jennie. No, no; I don't believe I can think of anything. But it stands for Kindness; that is a nice word, too. We always love to have everybody kind to us.

Several voices. Let us sing our song about kindness [They sing.]

"Oh, strange the power that kindness brings,
All creatures it can move,
And they're the truest kings and queens,
Who rule the world by love;
It dearly echoes in the breast,
Like music's sweetest string,
It warms our hearts with gentle glow,
Like sunny days of Spring."

Hattie. The C is almost ready. Now, Alfred, you can speak that pretty piece you have learned about conquerors.

Alfred. Who will be conquerors, known the wide world over? Every active intelligent boy of good habits. That boy who is famous for picking up stovewood and chips and for doing errands promptly and without mistakes. Every intelligent boy who has a mind, who thinks as well as acts, who reads good books, and means to know something if he lives to be a man. Every boy of good habits, that does not fight and swear, that does not disobey his father or mother, or teacher, and wastes his time in idleness. Such boys become the conquering men of this world. They become successful merchants, because the people believe their words, and employ them to transact their business of buying and selling goods. They become successful mechanics, because they understand how to put up the houses honestly and substantially, and how to use iron and wood, steam engines and the telegraph.

Do you wish to be a conquering hero? Be such a boy as George Washington was. Be such a boy as Benjamin Franklin was. Be such a boy as Abraham Lincoln was.

Leon. O is for Onward; a splendid word. And for this we can sing those lines we sang in our singing-class, the other day:

Onward and upward our motto shall be,
Earth has no home for the pilgrim and stranger,
Lured by temptation, encompassed by danger,
Home of the blest, we are passing to thee

James. There, the N is done. If we hurry, we shall have time for some good games after we get this done. [Looks at clock.]

Harry. Who knows anything for N? Do you, Mary?

Mary. No, I never can say anything lengthy. I'll never do for a minister. [Sings.]

Harry. Don't you Christopher?

Christopher. Yes; N stands for Now. Of all times, of all moments, there is none so important as now. Has there been a great act done, it has been done in some "now" past and gone. It was now when Columbus discovered America; it was now when each of our brave soldiers volunteered. These nows are swiftly passing away. Have we some brave act to do, we must do it now. Would be noble men and women we must not wait till we are older, but begin at once, begin now.

Annie. What does Q stand for?

Jennie. Q stands for question. I know that, for I have a great many asked me.

Louisa. So do I.

Georgie. Well, I know it stands for Quick, and that means we must work faster, or we shan't get done.

Annie. There is U, and for that we can sing our Union song:

"We are one and all for union,
North and East, and South and West,
All our States in loved communion,
Heart and hand with freedom blest.
Then join in the joyful hurrah,
Hurrah for the land of the free,
For the Union and peace, for freedom and love,
Hurrah for the land of the free."

Eddie. Then there is E, and I will tell you what it stands for: E is for Earnest. Those who would excel must be in earnest. Men must plow and sow before they can reap. Coal, iron, silver and gold must be dug out of the mines. For buildings there must be gathered stones and timber,

brick, boards and glass; for knowledge there must be long and laborious study. But even toil is pleasant if done with earnestness. We have earnest teachers, and we mean to be earnest scholars. We are youthful sailors on life's great sea. Soon we shall launch our boat away. May our earnest endeavors, be to reach the beautiful harbor of Heaven.

Clara. But now, R is done, and who has something about R?

Jennie. Let Maggie; she has not said anything yet. Maggie. R stands for my doll, Rose.

I have a little doll, and I take care of her clothes;
She has long flaxen hair, and her name is Rose;
She has pretty blue eyes and a very small nose,
And a cunning little mouth, and her name is Rose;
And a little sofa, where my dolly may repose,
Or sit up like a lady, and her name is Rose.
My dolly can move her arms and stand upon her toes,
She can make a pretty courtesy, my darling little Rose.
How old is your dolly? Very young, I suppose,
For she cannot go alone, my darling little Rose.
Indeed, indeed, I cannot tell for no one knows,
How beautiful she is, my darling little Rose.

Several voices. Look at the S.

One. It is a handsome S.

James. I will tell you what it stands for. It stands for Study. Whoever would be a true scholar, must study hard. It is in this way that men finally become great. Some study a little while and then stop, but to accomplish much, we must study for many years. Study leads to success; and who is there that does not want to be successful? Now, to succeed, a boy must stick to his work, to his study; and to his duty.

And now, (drawing up the frame) we place our motto, dear friends, before you. We believe it is a good one, and that if we shall do anything to-night that will meet your approval, it is because we have acted upon that motto in our school.

False Syntax.

1. Every one of the men have took up their arms and sat out on their march. Their route lays between the large and small hill upon each of which stands a large and small house. We will expect them join the largest of the two divisions soon.

2. John and George has come but Henry with William and Silas have stayed. We will expect them to-morrow if it is fair, but if it rains they will not come at all. Neither William or Silas own a horse or wagon, either of which are indispensable in the country.

3. On the right is two brick houses, on the left flows the waters of the Hudson or North river which flows as they have flown for fifty years. The Hudson has received its name from Henry Hudson, who, as each of you know, the Dutch sent out for to make discoveries.

4. A pear or peach when they are ripe are very healthy food for the boy or girl who like them, and who they agree with. Every one are not able to eat all kinds of food, therefore, they must choose those sort that best agree with them.

5. The interest for five years were demanded. The interest and principal is \$500. If he gets half of the first and all of the last, I will be mistaken. That sort of men do not pay, if there are any way of avoiding of it. Honor and not law make every man to pay their debts.

For the Journal.

Fun in the School Room.

Will some unprejudiced individual tell me how this example should be marked. It was, of course, only part of the operation.

$$\begin{array}{r} 15/75(4 \text{ plus } 1-5 \\ \underline{60} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

Before the reconstruction of the South, a young lad from Charleston stoutly affirmed that he was not an American. He it was who thought that Washington's birthday was the celebration of the Independence of the United States. Whose fault was it when a boy after defining elapsed as "passed by" gave for a sentence, "That boy elapsed my my house this morning." The makers of dictionaries should be made to listen to a few recitations. What would one of them have said to to this: "Chaste, pure. Our milkman sells chaste milk." I first discovered the wit of a new scholar by receiving the following description of the Connecticut river. The attitude was almost as astonishing as the answer: "The Connecticut river rises somewhere in the northern part of New Hampshire, Connecticut lake, I

think, runs down along the boundary of New Hampshire and Vermont, cut across Massachusetts and Connecticut and flows into Long Island Sound."

I found it the wisest plan not to look at surreptitious drawings, the last I saw was so clever a caricature that I forgave the young rascal on condition that he would tell me next day, who was the author of

"O wad some power the gift gie us
To see ourselves as others see us."

His answer was "Oh how it burns."

Teaching reading by sight produces some funny results. One boy in the Fifth Primary grade, would invariably read his sentence, no matter in what part of the book, "He is up." It became monotonous finally and at last accounts, he was groaning from the depths of the Sixth grade, "He is up," doubtless meaning his little brother who had gone ahead of him.

A. W.

SUGGESTIONS FOR TEACHING READING.

(From Harvey's Fifth Reader.)

(Published by Wilson, Hinkle & Co.) Study each lesson carefully before assigning it, that you may be able to place clearly before the pupils the points you wish them to study, and that you may be able to manifest a lively and inspiring interest in the preparation you wish them to make.

When assigning a lesson point out and require the pupils to mark such words as you may select for spelling, analysis and definition. Pupils should be taught to define words from their use, to infer their meaning from the context. After they have written their own definitions, let them consult a dictionary to test their correctness.

Attention should be given to the etymology of words that pupils may know their derivation, and thus more clearly ascertain their meaning and use. Attention should also be directed to the historical references and the figures of speech used.

PRODUCTIVE LABOR.

It will be understood, then, at the outset, that when I speak of business, I mean, in its broadest and best sense, productive labor. And I am quite sure that when this term is fully comprehended, it will cover enough of human activity—hand work and brain work, to satisfy the most exacting.

Let us look at it. A tree stands in the forest with other trees. It is large, umbrageous and beautiful—just as God made it. Its branches spread out on every side with graceful symmetry; its green leaves flutter in the breeze; birds find in it a peaceful shade in summer and protection from the wind in winter, and their little songs of thankfulness fill it with music. It is a picture to look upon—a delightful thing in itself, and a delight to all who observe it.—But in the sense of property it has no value. The farmer who owns it, and hundreds like it, attaches no importance to it as an object of possession. In fact, he would gladly be rid of it, that the ground it encumbers may be used to produce corn or wheat. He seriously contemplates girdling it, that the sap may cease to flow through its veins, and that it may wither and die, and become thus an easier prey to the flames which are to consume it from the earth.

A practical man comes along with timber in his eye; he admires the tall, straight, symmetrical trunk of the tree, and begins at once to calculate the number of cubic feet it contains, and the uses to which it might be put. He offers to do the farmer a service in cutting it down and removing it from the land; but all at once the farmer discovers that that would be no service. To be sure, if the timber man had not wanted the tree for his own purposes, the owner would gladly have had it removed, but the element of desire which has grown into the thought of its removal has changed matters altogether. If the man wants the tree, of course he must pay for it; and the amount that he must pay is the measure of the value or wealth which has all at once come into being.

The tree is cut down, and lying upon the ground it is worth more than when standing. It is drawn to the mill, and its value thus increased; it is sawn into long thin boards, and though much of it is wasted in dust, that which is left is of much more worth than was the solid log. It is put in a kiln and dried, and is made still more valuable by this process; and finally, the thin boards are made still thinner by planing and smoothing, and are then sawn and cut into a vast variety of patterns, and nailed and glued together in various shapes and combinations, until the end is reached in the finished mechanism, and the once compact and symmetrical tree, which was without value, is changed into a thousand devices of utility and ornament, each carrying with it the full recognition of worth commensurate with the labor and circumstance which has produced it. So from the tree in the forest to the table in the parlor we have a series of transformations or manipu-

lations, each in its turn marking a distinct occupation, yet all tending to the same end—that of production, and worthy of the same designation—that of Business.

But we cannot stop here. The farmer who owned and sold the tree, the timber merchant who bought it, the men who got it to the mill, the workmen who sawed it into boards, the mechanics who wrought it into its final shapes, the dealer who found purchasers for the finished articles—each has his personal necessities, which must be provided for by other hands than his own; and in order that he may, unmolested, attend to his part of the transforming processes the baker, the butcher and the tailor must see to his immediate bodily wants, while the teacher looks after his children, the preacher after his spiritual good, the doctor after his health and that of his family, and the lawyer sees that no harm comes to his personal dignity from a too ready compromise with the neighbor who may have provoked him to a quarrel; and that he may live in the quiet possession of home and property, the guardians of the peace must keep a watchful eye upon the rogues who would rob him; and that immense and complicated machine, the government, must perform its wonderful and mysterious functions—in the absence of which he would be, what no one would like to be, a man without a country.—S. S. PACKARD.

The Reflex Influence of Teaching.

By what means may I, a teacher grow into the stature of, a perfect man or woman?

To avoid the evil physical results as far as possible, the method is sufficiently obvious. Eminent physicians, as well as eminent teachers, have given directions in regard to the teachers' health, and these we may with profit consult. Pure air in the school room must be had at all hazards. Spend half your salary if need be rather than live in the poisoned atmosphere of a poorly ventilated school room. Give the Board of Education or the Trustees no peace till some adequate means of securing a constant supply of pure fresh air to pupil and teacher is provided.

To get the sunlight into the room as much as possible without distressing the scholars, will be the next thing.

But the main reliance of the teacher for an increasing fund of health and strength, must be on his outdoor occupations before and after school hours. Of this I will speak incidentally under the next head.

How we may avoid the belittling tendency which results from our pursuing year after year the same studies, and from the difficulty we experience in making any considerable advances in knowledge, remains to be considered.

First, then, select some one branch of knowledge on which to concentrate your efforts. Determine to obtain such a knowledge of this branch as will make you respectable in any company. Determine to know more of that one subject than any text-book contains. Get below all surface water and drink from the primeval springs of truth. All the sciences are related and spring from a common root, but that relation can only be perceived when you have followed some one truth down to its origin.

By all means let this subject of your study be an outdoor science. Leave to others the study of those things which are best mastered in the seclusion of the cloister. You must have some occupation which will take you into the woods and fields, and under the open sky. Botany, geology, mineralogy, or zoology will serve equally well. Do not imagine that because your education is limited it would be presumptuous to undertake to become proficient in one of those sciences. As for one self-educated man said, when asked who assisted him in making his vast acquisitions in knowledge. "If one only knows the letters of the alphabet he can learn anything." Go at it with a will and you will succeed. Spend your vacations in this study. You will not need costly excursions to the falls of Niagara, or the Mississippi, or to Lake Superior, over the thoroughfares of travel. These would be very pleasant, and would afford a good deal of profitable intercourse with well informed and well bred persons, but would greatly diminish the contents of your slender purse. You can do better. Cut a hickory cane; roll up a blanket with a strap and buckle; take your hammer and your pressing portfolio, and start out by some back street and make for the country. If you have a fellow teacher with you for company, it will be immensely jollier. A very little money will do—less than would pay your board at home. If you are afraid to sleep out doors, you will always be able to find some comfortable farm house where your bed will be softer and your fare as good as you will find at many a hotel. The idea that you need to sleep in a bed is a false prejudice; a dry sod is a good deal better—you get better air. If you never tried a summer excursion of this kind you can't imagine how your pulse will beat with robust health, and your spirits rise to the summit level of enjoyment. I walked 1,300 miles one summer, and slept in a house less than a dozen times, and these times I

didn't rest well. I felt intoxicated with enjoyment all the while. How much more interest could the teacher give to his classes in geography if he had thus made the tour of the State of Indiana.

The ladies will say that this plan will do for the gentlemen but not for them. The customs of society will not allow ladies to become common tramps in this way. Very true. For them another plan will do quite as well. And if I may be excused for referring again to personal experience, I will tell how I spent a summer vacation profitably, with about twenty ladies and gentlemen, some of them teachers and some pupils.

We organized a summer class in the study of insects. Each member was furnished with a butterfly-net and a collecting bottle. Every afternoon was devoted to our work. Twice a week a lecture was given by the leader, and the remaining afternoons were spent in collecting insects and preparing them for the cabinet. Oh! those beautiful summer afternoons! They were brimful of enjoyment and interest. In parties of from three to a dozen we would start daily off to the woods and in a few hours return glowing with excitement and healthful exercise. At the close of the course of lessons, we all went on a camping excursion to a romantic spot twenty miles distant. The week spent there was declared by all to be one of the most pleasant and profitable of their lives. Our snowy tents perched on the woody cliff high above the beautiful lake Winnebago, the spring bursting from the rock and pouring its crystal waters through the birch-bark spout, the jovial meals at the long table under the tree, the red camp fire lighting up our tents, and the trees and rocks, and the happy evenings spent in songs and tales and games, all under the starry skies, were pictures never to be effaced from memory.

At the Centennial Exposition may be seen some beautiful collections of insects made by the school-children of Indiana. I was glad to see that this interesting study was cared for, and yet a better collection than any these could probably be made by any lady in the course of two or three summers.

Studying one of these sciences in this way, we may become proficient in it. Our superficiality will disappear, because we are getting down to the roots of things. Our self respect will reappear, because we shall feel that we are superior in one thing to all about us, and can hold intelligent converse with master minds. Our mental powers will be invigorated by the new questions which open up from time to time.

But you say "I haven't time for these things. Did you not just now show how the teacher's time was occupied with written exercises and school reports and preparation of lessons and such like school cares? Shall I neglect my school duties for these outside employments? I should soon lose my situation. I have not time nor strength for these things."

If that is the case, there is only one alternative. You are doomed to be a dwarfish, driveling, commonplace nobody—a duodecimo reprint of some one else's ideas. As for losing your situation, you will lose that at this rate in a few years any how. You will get old and waspish and silly and gray haired and tame and insipid and crotchety—a contemptible wreck. Do you suppose you can find employment then, when they get a new victim, full of the enthusiasm of youth, and up to the times in subjects and mode of teaching?

But the question still remains to be answered, "Where shall I find time?"

What becomes of the twenty-four hours which tradition assigns as the length of the day, is one of the things that "no fellow can find out." That there are twenty-four hours in the day, I have always been taught, and for that reason believe it. Sometimes, however, I am tempted to skepticism, for the most careful and ingenious allotment of time that I can make, still leaves three or four hours unoccupied. But I never find them. When I reach that part of the programme where the leisure hours ought to be, they are not there. I would be certain that there was a mistake somewhere, if I had not experienced the same perplexity with regard to my money. I know how much money I receive—that can be counted. But where it goes, I can't tell. I suppose the truth is the same in both cases. We do not keep a strict account and let small portions of time and money slip away unnoticed. Be misers of time. That is our only hope. Curtail every expense of time. Waste no time in useless and cumbersome school records and reports. Some such things must be kept, but let them be brief and simple. Do not have too many written exercises from you scholars. They are very useful and in some measure indispensable, but you can't afford many of them. Let your examination papers be short. Select test questions. Above all, cultivate the invaluable, indispensable habit of instant attention to the subject in hand. Lose no time in changing from one employment to another. When you take up any subject teach your mind to at once settle down upon it

with all its energies and carry it by assault. The mind must be kept on the double quick all the time it is marching. When you rest—rest; but when you work never drone.

Again, if the teacher would prevent the shrinkage of his mental powers, he must take a philosophical view of his work. He must comprehend the nature of the human mind and understand the process he daily uses for its development.

The study of the physical sciences is considered peculiarly improving and enlarging to the mind. It is claimed that in these studies we catch some glimpse of the mind of God, and find some indications of the plans that were in the Divine mind when he created the world and all that is therein. Geologists tell us that every day we are walking over a greater library than man ever dreamed of collecting; that in strong volumes beneath our feet, God has written in imperishable characters, and in a language that is becoming every day better understood, the history of the world reaching back to ages before the mountains were brought forth, and that He has there revealed the working plans on which this great globe was fitted up for man's habitation. Astronomers tell us that the same thing is written in blue and gold upon the evening sky. The botanist finds the same story in the flowers—God speaking in mute finger language and revealing little glimpses of his mind and little gleams of his purposes.

Oh! no doubt those sciences are sublime and grand and elevating in their tendencies. But what shall we say of the science of teaching? If the teacher takes a comprehensive view of his work, he is studying the grandest of all science—the science of the human soul. And he is studying it, too, on the grandest scale, and in the most practical manner. What is Geology? A history of the changes which the globe has undergone to fit it for the habitation of man. What is Astronomy? That teaches the distances and magnitudes and laws of motion of those starry spheres created to shine on us and on other worlds peopled like ours. What is Psychology? That is what we study, and it teaches of the subtle force and operation of the soul itself, for which all this material universe was created. If a little piece of rock, filled with the fossil remains of tiny animals, which lived and moved and had their beings millions of years ago, can tell us something of God and of His plans, what shall we learn from a human soul created in the image of God, and, though tarnished, reflecting in no small degree the feature of its divine Author.

Compared with the other profession, the profession of teaching stands in unapproaching superiority in points of intrinsic dignity and of importance to the human race. For example, compare it with medicine. Man is fearfully and wonderfully made, and the study of his structure with the view of preserving him in health, or restoring him from sickness, presents some of the most interesting and important problems that the human mind can investigate. How interesting and how mysterious is the process of digestion, by which the food is converted into blood, from which the whole body with its astonishing variety of bone and muscle and sinew is built up! What drives the hot blood from the heart to the remotest extremity of the frame, and there sifts it through little orifices too small for the eye to detect, and then sends it back with its fleets of worn out matter to the heart? And then think of the nervous system, putting the most distant province of the body in telegraphic communication with the capital. All this is wonderful enough; but here we just begin to enter the world of wonder in the mind itself. How is it that the five senses give us any knowledge of the external world? The light from a lamp falls on your face. Portions of the rays are reflected, and coming into my eye, paint an image on the optic nerve, and all at once I see you—I know that you are here. But what a stupendous leap from the mere mechanical image on the retina, to the mental act called knowledge! Here is a great chasm for some one to bridge. Then think of the memory. Some one invented a machine that would write so marvellously fine, that the whole New Testament could be transcribed on the space of a silver dollar. But the memory, scribbled over with a microscopic record of all the events of all the years of our lifetime, is a complete library which we may consult at will, to bring out the items of knowledge that best suit our purpose.

But I have not time to mention more of the faculties and capacities of the human soul. The subject is full of interesting topics. And the teacher is the man to study them. He is compelled to study them, if he would be a growing man and a successful teacher. I know a great many teachers do not study these topics. Thousands of stone cutters have no more knowledge of the language of the rocks, than the chisels they use; but Hugh Miller, by thoughtful observation, read there a chapter in the world's history that transcends fiction in its interest. Thousands of teachers are as well qualified to train the mental faculties, as a butcher is to perform a delicate surgical operation. But,

rightly viewed, the study of the human soul is eminently the province of the teacher, and so place his profession far above medicine or any other. The physician heals the maladies of the gross corporeal frame; we are often called to minister to the subtler maladies of a mind diseased, and as the soul outranks the body, so does our profession outrank any other. We may the help to counteract whatever belittling tendency our profession has, by a course of intelligent observation on the phenomena of mind, as they are presented in our daily labors.—*Indiana School Journal*.

INDUSTRIAL AND FREE-HAND DRAWING.

(Supt. Gilmour.)

A law on this subject was passed by the New York State Legislature, and Nell Gilmour, State Sup't, in a circular of instruction to city and county Superintendents and others, remarks as follows:

"In cities, and in free school districts incorporated by special act of the Legislature, the Board of Education have the right to determine in which department of the schools under their charge instruction in drawing shall be given, and they may select either the primary, the intermediate, or the grammar departments. I suggest, however, that the beginning be made in the grammar schools, and that the instruction be given to all classes in those schools.

"It will be observed that the intention of the act is especially to promote the study of Industrial drawing, which embraces 'Free-hand' drawing. The department suggests that during the first year systematic instruction should be attempted in at least the following named subjects of the study:

Free-Hand Outline Drawing from Flat Copies—that is, printed copies.

The Elementary Principles of Original Design.

Free-Hand Model and Object Drawing.

Instruction in these subjects can be carefully graded for primary, intermediate, grammar or high schools, and the exercises should embrace the following features:

Geometrical Forms.

Memory and Dictation Exercises.

Conventionalization of Forms.

The Principles of Elementary Design.

The Principles of Free Hand Perspective.

These suggestions are not, of course, intended to apply to those schools in which a system of instruction in Industrial drawing has already been introduced.

"In beginning the study I recommend the employment of special teachers for a time, to instruct the regular teachers and supervise the work done in the schools; but drawing, like other branches of study, must ultimately be taught by the regular teachers. I also advise the examination and promotion of pupils in drawing, the same as in other studies.

"The importance of a practical knowledge of the principles of Free-Hand Drawing is not likely to be overestimated. It has been recognized by the authorities in Europe, and by those of several of the States of our Union.—It should, therefore, be esteemed a pleasure as well as a duty to comply with the requirements of the act above printed, and I shall look for your active and hearty cooperation in the effort to introduce the study of Industrial drawing into our public schools."

PESTALOZZI.

Nothing is so well calculated to secure to the mind an imperturbable tranquillity, as a timely exercise of judgment, and a constant habit of reflection.

The animal is destined, by the Creator, to follow the instinct of its nature.

Man is destined to follow a higher principle. His animal nature must no longer rule him, as soon as his spiritual nature has commenced to unfold.

The smile of joy, and the tear of sympathy are denied to the animal race. They are given to man, and constitute a language common to all, because felt by all. They are the earliest signs of feeling, which belong exclusively to man.

The first great truth which cannot but strike a mother at the very outset, is this, that it was by kindness, by a manifestation of maternal love, that she produced the first influence of her individual conduct on the mind and the heart of the infant.

Fear, then, we shall dismiss, at once, as inapplicable, at the first, and not least important period of life; even if it were not, as a motive of action, unworthy of a human being.

Awe, in the better sense, which is essential in the formation of religious ideas, ought to be reserved for the period, when it will be first excited by a consideration of that Being to whom it may be said to be due, in a preeminent degree.

Her best, and almost infallible criterion will be, if she succeeds in accustoming her child to the practice of self-denial.

GEOMETRICAL PROBLEMS.

From Spencer's INVENTIONAL GEOMETRY. Published by D. Appleton & Co.

95. Can you divide a circle into eight equal sections?

114. Can you divide a line into four equal parts.

136. Can you make two triangles that shall be equal to each other and yet not similar?

164. Can you divide an angle into four equal angles without using more than four circles?

242. Can you make a square that shall be equal to the sum of two other squares?

256. Show by a figure how many square inches there are in a square, whose side is 1 and one half inches and prove the truth of the result by arithmetic.

294. Exhibit to the eye that one-half plus one-eighth plus one-sixth equal one.

BOOK NOTICES.

REVOLUTIONARY TIMES, one hundred years ago. By Edward Abbott. Roberts Brothers, Boston.

This little pocket volume is full of interesting material. It gives a very clear idea of the geography, cities and towns, modes of travel, education, domestic life, the literature, the newspapers, the churches and the distinguished characters, clerical, political, and literary of those century—distant days.

LIPPINCOTT'S MAGAZINE for February is especially strong in fiction. Besides the continuation of George MacDonald's serial, 'The Marquis of Lossie,' there are two capital short stories, 'Hebe,' by the author of 'Blindpits,' and 'The Cruise of the Heron,' by James McKay, and the opening chapters of Auerbach's new tale, 'Young Aloys; or, The Gawk from America,' which may be described as glimpses of German life through American spectacles. Of the other articles, the most noticeable are Gail Hamilton's 'Railroad Reflections,' the concluding portions of Ed. King's 'Pictures from Spain,' and Ed. Bruce's 'Floor of Fire,' and a scholarly analysis of the second part of Goethe's 'Faust,' by Prof. W. H. Goodyear.

The February GALAXY will be an unusually bright number. A new serial story by Justin McCarthy, called 'Miss Misanthrope,' will run through the year. Henry James, Jr. will contribute an article called 'The Letters of Honoré de Balzac.' Walter Burlingame writes on the 'Murder of Margary.' Secretary Welles' articles on the 'Lincoln Administration' will be continued. 'Applied Sciences' will be treated on by Chas. Barnard. Poems by Bret Harte, W. Winter, and Mary Ainge De Vere will be found in this No.

The Index to the ATLANTIC MONTHLY just issued comprises the titles and authorship of all the articles from the first number in 1857 down to the present time. Readers interested in American literature will remember the slight veil of mystery which hung before the magazine in its early days. People readily guessed which were Emerson's poems and articles, even if they could not always guess the meaning; Longfellow's poems, too, were easily recognized, and the newspapers speculated about the articles by other writers. This Index clears a good many of the mysteries, and the compiler states that he has succeeded in ascertaining the authorship of all but a score or so. That is not many among 4 or 5,000 titles. There is an article by St. Beuve, for instance, never before acknowledged; Dr. F. Lieber wrote a vigorous, sarcastic paper on a 'Plea for the Fijians,' which made a good deal of noise at the time it appeared; Theo. Parker appears as the author of an article on H. W. Beecher. Price of the Index—\$2.50 cloth; \$2 paper.

The fewer things a man is skilled in the more he insists on bringing all things to his own measurement. The less a man knows, the more lightly he esteems the knowledge that is beyond him. The narrower a man is, the more positive he always is. During Dr. Kane's second winter in the Arctic regions he was very short of food and fuel. He was almost entirely dependent on the good will of the natives. He felt it necessary to inspire them with respect. Their measure of manhood was physical endurance. The explorers therefore in all their long tramps among the ice-fields during that Arctic night of months never flinched nor shivered nor faltered when in the presence of natives. However terrible the frost, however long and sore the journey, they never gave sign of cold or weariness or pain. Thus they outdid the natives themselves in feats of endurance and courage. They beat them on their own field. So these blubber-eating savages came to regard them as superior beings. Their high intelligence, noble purpose, and exalted character counted for nothing.

What the Papers Say

The New York SCHOOL JOURNAL is one of the best educational journals published. Appleton's Monthly.

The New York SCHOOL JOURNAL is laden with literary sweets of all kinds. N. Y. Evening Telegram.

The New York SCHOOL JOURNAL. The circulation of the JOURNAL is rapidly increasing, a result due to the excellence of its matter. Evening Post.

The New York SCHOOL JOURNAL is well edited, and contains a full resume of educational views of interest. Chicago Teacher.

The New York SCHOOL JOURNAL is the only weekly educational journal in the United States. It is replete with matters of interest not only to teachers, but to all classes of intelligent readers. New York Sun.

The New York SCHOOL JOURNAL is wide awake; its editorials are of a practical character and well written. Pa. School Journal.

The New York SCHOOL JOURNAL is full of interesting matter. New York Tribune.

The New York SCHOOL JOURNAL—a worthy exponent of educational news. Staats Zeitung.

The New York SCHOOL JOURNAL is a valuable auxiliary to the educational interests of the day. Forest and Stream.

The New York SCHOOL JOURNAL is one of the representative exponents of our national progress in this (educational) science. Home Journal.

The New York SCHOOL JOURNAL, a first representative of our educational interests. Evening Mail.

The New York SCHOOL JOURNAL, its pages give promise of usefulness. Lewisburg Chronicle.

The New York SCHOOL JOURNAL—Both editorial and selections are carefully prepared. New York Witness.

It contains reading of interest to the teacher and pupils. New York Times.

New York SCHOOL JOURNAL—In its brave advocacy of the rights, interests and welfare of the teaching fraternity, it has proved a benefactor. Harper's Magazine.

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5. PLATE 5. Front elevation of Villa. Scale indicated on plate.
6. PLATE 6. Perspective view.
7. PLATE 7. Ground and 2d floor plans of Brick Villa. Scale indicated on plate.
8. PLATE 8. Perspective view.
9. PLATE 9. 1st and 2d story plans of a Frame Villa. Scale indicated on plate.
10. PLATE 10. Front elevation.
11. PLATE 11. 1st and 2d story plans of a Frame villa.
12. PLATE 12. Perspective view.
13. PLATE 13. 1st and 2d story plans of a Frame villa.
14. PLATE 14. Front elevation.
15. PLATE 15. Perspective view of a Villa. Plans similar to Design 1.
16. PLATE 16. 1st and 2d story plans of Brick Villa. Scale indicated on plate.
17. PLATE 17. Perspective view.
18. PLATE 18. 1st and 2d story plans of a Brick Villa. Scale indicated on plate.
19. PLATE 19. Perspective view.
20. PLATE 20. Perspective view of Brick villa. Plans similar to Design 10.
21. PLATE 21. 1st and 2d story plans of Frame Villa. Scale indicated on plate.
22. PLATE 22. Perspective view.

COTTAGES.

- Design No. 1. PLATE 23. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
2. PLATE 24. Perspective view.
3. PLATE 25. Perspective view of Frame Cottage. Plans same as Design 13.
4. PLATE 26. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
5. PLATE 27. Front elevation.
6. PLATE 28. Perspective view.
7. PLATE 29. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
8. PLATE 30. Perspective view.
9. PLATE 31. 1st and 2d story plans of a Brick Cottage. Scale indicated on plate.
10. PLATE 32. Perspective view.
11. PLATE 33. 1st and 2d story plans of a Brick Cottage. Scale indicated on plate.
12. PLATE 34. Perspective view.
13. PLATE 35. 1st and 2d story plans of a Frame Cottage. Scale indicated on plate.
14. PLATE 36. Perspective view.
15. PLATE 37. Perspective view of Cottage. Plans similar to Design 7.
16. PLATE 38. Perspective view of Cottage. Plans similar to Design 7.
17. PLATE 39. 1st and 2d story plans of a Brick and Frame Cottage. Scale indicated on plate.
18. PLATE 40. Perspective view.

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AND

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PUBLISHED WEEKLY.

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NEW YORK, JAN. 20, 1877.

The columns of the JOURNAL are open for discussions of subjects pertaining to education. Let those who have practical skill communicate it to others.

SPECIAL.

Will kind friends look among their papers and send us the following numbers to complete our files: 241, 243, 244, 247, 250, 252, 256, 260, 266, 275, 276, 277, 279.

We reprint, on urgent request, the dialogue entitled "WORK CONQUERS." It will be found one of the most pleasing, fresh and useful ever offered to the schools. Our pages will contain many such during the year.

It seems that a reduction of salaries is sure to take place in this city—five per cent at least, perhaps ten. It has come so sudden that no one will be prepared for the news. It will be the teachers' fault if the deduction is not restored next year. Let there be wise and prompt action. We have a good many letters on the subject which must lay over.

At the examination for State Certificates, held in this city, Dec. 21, under the direction of Supt. Gilmore—The examiners being Supt. Kiddle, President Hunter, and Prof. Scott, the following gentlemen successfully passed:—Henry J. Heidennis, an assistant, teacher in G. S. No. 32, J. Albert Reinhart of Westchester, and Patrick J. Graham of Brooklyn.

A copy of the *Educational Weekly*, published at Chicago, by Winchell & Klein is before us. It is a very neat paper in appearance, indeed, and besides is well edited. We believe it is destined to do a good work in the educational field. May we ask its subscribers to recognize very heartily the care and cost in this new weekly. We give it a no doubtful welcome. For this educational question is the question of importance; everything seems to be swept away and this stands alone before the American people. And the teachers have got to take hold of it, and properly present it and argue it. Hence we consider an able organ a most necessary thing; hence our hearty hand-grasp with the *Weekly*.

Many words occur in reading and spelling that are almost always mispronounced. We would recommend the teachers to make a list of such words and let the pupils copy them into little memorandum books. We give a few. Finis, cortege, construe, extol, ennui, heroine, caucasian, ducat, granary, expose, etc. Much has been said about spelling matches; it

would be a good thing for a teacher to have a list of words arranged on paper and numbered. Then divide the pupils into two classes. Call up the head pupil on one side, and let the head pupil on the other call out the numbers to be pronounced. As fast as failures are made the pupils are seated. Try it friends.

The city of Boston is being worked up on certain school questions. Supt. Philbrick has attempted to make some improvements on their system, and consequently there are those who cry 'hold off your sacrilegious hands.' The conservatives have had the management so long that the Boston schools were beginning to attract attention as being conducted without reference to the interests of the pupils. Supt. Philbrick has the confidence of the teachers who have seen the slow drift to the leeward; he knows just how to sail that ship; he only needs to be let alone. Read what our racy Boston correspondent says. He will please write again.

It may be asked what shall the teacher do with pupils if he does not "keep them in." Will they not go backward as to studies? And, then, it is the only mode of punishment one is allowed to employ for many infractions of rules. It may be set down as a rule that those teachers who are least energetic and active have most trouble in keeping order. Again the teacher must encourage the habit of investigation and earnestness on the part of the pupil, so that the child "takes hold" when the lesson is undertaken by the teacher. Many of the troubles about a pupils not understanding arise from his inattention; and this is caused by a want of energy on the part of the teacher. Cultivate the art of being impressive; also of teaching easily, clearly and quickly.

To retain a pupil after school-hours as a practice, hoping to create a new interest in the pupil by asking him to confine his attention for a longer time to the incomplete study is an unwise measure. And if he is kept as a punishment—the teacher is more punished than the pupil. For the two are looking at each other with no kind feeling. Each is tired, nervous and exhausted. Besides there is physical incapacity in the case of times. So long a time the mind can be confined, and no longer, to one subject, or to similar subjects. Let the pupil go home, or at least go into the fresh air. If the teacher could meet his to-be-punished pupils after the lapse of an hour, and that hour to be spent by each in the open air, some good might result.

Some who look superficially at the matter think the teachers are well paid because they wear a well fitting garment; some jump, like Sam Patch, to the conclusion that they are over paid. It is to be noticed that this is aimed wholly at the lady-teachers. Now a woman, especially an educated woman, knows how to make a dollar go a great ways when it comes to dress. She need not dress in very costly material to make a great show. It is a question of taste rather than of money. But suppose she does absolutely dress well; that she puts on garments that indicate she is a person of good social standing. This is of no small importance. Teachers ought to dress well. Pupils judge of a person's rank by their clothes; they are impressed by the exterior much more than older persons. They respect a well-clad person. It is a duty a teacher owes to her class to dress neatly and tastefully. Shakespeare says wisely "costly thy habit as thy purse can buy"—meaning by this in proportion to the purse. And it is a duty the teacher owes to herself. What teacher can teach well before a class if she is covered with shabby clothes? Her sense of feminine fitness is shocked and she feels humbled and below her pupils. This does not defend those who affect loudness of dress, or those who attempt to startle by an outer costume. These, however, rarely get into the school-

room. The whole matter may safely be left with our lady teachers; no one knows the value of money better than they. It is earned by hard labor and will not be wasted.

To make children learn something that can be repeated, and to keep them quiet are the usual aims of the teacher. He who can do this is considered in the market phrase, to know how to keep a school. These will be found in the good school and much more. He who can "keep order" has but learned a small part of his science as a teacher. Silence is a medium, a condition; it is not the thing itself. The same may be said of the words that are repeated back to the teacher, the principal, the committeeman. Not that there must be no words committed to memory, but the right ones and never these until the pupils is in a proper state to receive them. Good as are the things taught in a Sunday School, where it is supposed it can do no hurt to bolt down whole everything that comes along, many a child suffers because its memory only is addressed. "Mamma what does *lanker* mean?" "Lanker," says the mother, "why I never heard of such a word, where did you hear it?" Why at the Sunday School we sing 'well lanker by and by.' For want of time thousands of children in America as well as China get no genuine mental growth by learning the art of reading. To cause mental growth by means of the things learned that is the art of teaching.

There is fear that the teacher will become a *machinist*. Some will boldly say to the pupil, "you are to know no reason for a step, and you need not strive to be intelligent; you are simply to learn the lessons set for you and trouble yourselves not at all about consequences." So much geography is set, so much arithmetic, and the whole business is marked out with mathematical exactness. The pupil goes over so many pages of each in one grade, and then as many more in the next. Teaching is not a science under this regime, it is a filling in, it is like the engines taking in so much wood and water. Now there are teachers who are under principals that have lost (if they ever had one) a nice perception of what is involved in the complex operation of teaching. All that is required is that the pupil shall answer certain questions and spell certain words. The artistic work of awakening a passion for bare knowledge, a thirst to know, to investigate and to accumulate is wholly unappreciated. But under even these disagreeable circumstances good teaching will produce more than any other kind. Let the teacher break away from iron chains of custom and be governed by the living principles of human nature.

The classes in Primary Schools should, if possible, be made smaller. With respect to the number of pupils that should be assigned to a single teacher, theory and practice are at variance. Theory says that the younger pupils are, the less capable they are of being taught *en masse*, and the more they stand in need of individual instruction. Theory also says that when pupils have reached a certain degree of advancement, when they are able to give continuous attention to the exercise, when they know enough to become conscious of ignorance and willing to ask for information, then a large class may be handled as easily and as profitably as a small one. But in practice we generally find the beginners in the largest classes (and often in the smallest and most uncomfortable rooms), while as we ascend the scale the numbers decrease and the comforts increase. If we would do equal justice to all, these conditions must be reversed.

The youngest pupils need the most experienced teachers. They do not need teachers of great learning, but they do need teachers of genuine skill.

At the last meeting of the Board of Education, a question on which endless surmises have been indulged since the action of the Board of Estimate and Apportionment has become known, came up for initial action—the reduction of salaries. Mr. Dowd presented a resolution that will call for some action. The committee to which it is referred will make a report at the next meeting. It is believed by many that a reduction can be avoided; others think that \$90,000 is too much to be saved elsewhere or made up from other funds.

New York City.

The College of the City of New York.

The Trustees met Jan. 17. Wm. Wood, Esq. was elected chairman. Upon taking the chair Mr. Wood proceeded to make a few remarks. He disclaimed giving an inaugural address. "You are aware that during the past year the academic calm of the college has been somewhat ruffled by the action of the Executive Committee. The measures that come before it at the time of my illness. That the Committee might continue its good work he proceeded to recapitulate it, viz: Messrs. Beardslee, Dowd, Baker, Hazeltine, Kelly, Kane, Schell and Walker. President Webb and William Wood are members *ex-officio*. The Board of Estimate sent in a communication appropriating \$150,000. Mr. Beardslee moved this be appropriated by the Trustees to the support of the College. Mr. Dowd that \$30,000 be appropriated for present expenditures. Mr. Wheeler offered a resolution to inquire if the expenses could be reduced without injury to the college.

The Board of Education.

The Commissioners met Jan. 18.

Present. Messrs. BEARDSLEE, BAKER, COHEN, DOWD, GOULDING, HALSTED, HAZELTINE, KANE, TRAUB, VANDERFORD, VERMILYER, WEST, WILKINS, WETMORE, WATSON, WALKER, WHEELER and WOOD.

Absent. Messrs. KELLY, PLACE and SCHELL, COMMUNICATIONS.

From Trustees of the 13th Ward nominating Hubert A. Daly, as music teacher in Evening School No. 43; from the same nominating Miss Helen E. Boyce as Principal of P. S. No. 38; from the 23d for leave of absence for Miss A. E. Rae; from the 22d to purchase house and lot adjoining G. S. No. 28; from the 23d for pay for extra work.

From E. J. Beckwith offering a collection of minerals to the Normal College if cost of transportation is paid.

From the Aquarium relative to the visiting of the same by pupils of the public schools.

APPLICATIONS TO GO ON LIST OF SUPPLIES.

From A. S. Barnes for Steel's Zoology. Also from G. W. Cooper for Ridpath's History of the U. S. Also from W. J. Pooley for Goodrich's Histories of Greece and Rome.

From Principal F. D. G. S. No. 12; relative to violation of By-Laws by teachers.

Mr. Dowd offered a resolution, that the Committee on By-Laws of this Board be requested to report such amendments to existing by-laws, as will bring the amount to be expended for salaries within the limits of the sum set apart for that purpose by the Board of Audit and apportionment.

Mr. Beardslee asked that it be referred to the Committee on By-Laws.

Mr. Dowd said he intended no disrespect to the Committee.

Mr. Hazeltine said it was not courteous to the Committee on Salaries and Economy for the Board to pass on this resolution without first referring it to that Committee; he moved it be referred there.

Mr. Beardslee said it was impossible for the Board to pass this resolution, because it was an amendment of a by-law. We must follow our own rules.

Mr. West thought the Board could direct the By-Law Committee what to do.

Mr. Beardslee said it was this same thing in effect.

Mr. Goulding agreed with Mr. West.

Mr. Watson thought that the Board could give an intimation of its views; a by-law could then be brought in.

The Board adopted the resolution and sent it to the Committee on Salaries and Eve. Schools.

Mr. Sanford E. Church, attorney for Jas. P. Isaacs, sent in a letter that was intended to be severe on Mr. Wilkins. It asked for the payment of Mr. Isaacs' claim, now amounting to nearly \$4,000, on the ground that he had obtained judgment in the Marine Court, which had been affirmed by the Gen. Term.

Cor. Counsel Whitney sent in a letter advising it be carried before the Common Pleas.

Mr. Dowd offered a resolution that a special committee, Messrs. Beardslee, Walker and Watson, be empowered to carry the case up on appeal, etc.

Mr. Walker commented sharply on Mr. Church's letter, and said no counsel who was sure of his case would write such a letter.

Resolution adopted.

INSPECTOR'S REPORTS.

Inspectors Mills, Woods and Anderson of the 4th district, in their report, say, G. S. 15 needs enlarging, the rooms being overcrowded, the heating apparatus being inefficient; the furniture old and needs replacing; the class-rooms need desks, only one room in Male Dep. and two in F. D. having desks.

That the building of P. S. 30 is not adapted for school purposes, and a new building should be secured; also for P. S. No. 8.

That G. S. No. 19 should be enlarged and the P. D. relieved, being in an overcrowded condition. That many pupils have been refused admission to Nos. 15 and 19 for want of room. They commend the order and discipline maintained in the schools of the district.

Mr. West sent in a resolution that the Com. on Salaries and Economy be requested to propose a more equitable basis for the payment of Clerks to Boards of Trustees.

The charges against a teacher by certain Trustees and Inspectors were referred to Teacher's Committee.

REPORTS.

From Com. on School Furniture, authorizing Trustees of 12th Ward to advertise for proposals to fit up P. S. corner Ave. A and 118th st.

From Com. on Buildings to rehire premises P. S. No. 6; adverse to using telegraph signal apparatus; adverse to using Babcock's Fire extinguisher, recommending the pupils to be trained to leave the building in shortest time possible; that Trustees of 9th Ward advertise for proposals for repairs of P. S. 181; also to suspend sessions of G. S. 63 for repairs and to renew furniture.

From Com. on Teachers in favor of keeping lists of graduates, etc. who may wish to teach, etc.; referring the complaint of H. Epstein to Trustees of 18th ward.

From Evening Schools, discontinuing the sessions of E. S. 63.

From By-Laws Com. adverse to establishing savings banks in schools.

From Nor. Col. Com. to print 500 extra copies of annual report of the President of college.

CITY NOTES.

Mr. Sanford E. Church sent in a letter to the Board of Education threatening that if the judgment obtained by him for Mr. Isaacs be not paid, he will discuss the matter in the newspapers.

It is becoming a belief that the new Comptroller, John Kelly, Esq., is the cause of the recent cutting off so large a portion from the amount needed to carry on the schools during 1877. Mr. Kelly is probably not thoroughly acquainted with the educational needs of the city. It is a good training for any city officer to have been for several years a school trustee; and especially in our down town wards. A constant visiting of crowded class rooms (not simply the large assembly room) a noting the habits, clothing, health and movements of the pupils, together with the efforts of the teacher, the poor ventilation, the vile odor that remains in the clothes even after leaving the building—these help one to estimate the need and usefulness of the expenditure of the public money in the public schools. Before Mr. Kelly had proposed to cut off a cent a personal investigation should have been made; the sum excised demanded even that of him. Or, he could have sent for the Committee on Finance and asked them in a straightforward way, 'Gentlemen, do you need all this money?' And that committee could have answered, 'Every cent and more is needed properly to educate 110,000 children.' Here is where Comptroller Kelly has failed. His desire to cut down expenses is all right. He was not aware that the main study of the Finance Committee is to cut out as large a coat as possible from a given piece of cloth.

The votes of thanks to Lawrence D. Kiernan, Esq. and John Davenport, Esq. one the Clerk and the other the Auditor of the Board were well deserved. Two more accomplished gentlemen are rarely seen. We add, what was probably an oversight, a vote to Mr. Oland Bourne, Esq., the indefatigable and courteous Record Clerk for many favors received by ourselves and others.

There have been several inquiries sent here in regard to Mr. Thompson, Secretary of Relief Association—East Side—for Poor Children. There is a great call for shoes and clothing. Will Mr. T. please address us as to the disposition he has made of things received. The benevolent and active Principals who took hold with him desire to know what has been effected.

Drawing in the Public School.

We inspected a few days since the work of pupils in No. 35 in designs in drawing. Mr. Edward Miller is the teacher, and the results show his ability as a teacher. Some were designs for Wall Paper, some for Carpets, some for Iron work (registers). Plaster work, Brackets, &c., &c. Some of these were done by pencil, some by pen and some by crayons. All of these were exceedingly creditable. These lessons are given only one hour per week. These are designs, it will be noted, and not copies. One could not but admire the skill and pains of the pupils. The drawings of Masters Darrow and Brush deserve mention,—among a pile of 100

We have before commended Mr. Miller's work as seen in No. 10—we do so with additional pleasure in No. 35.

EVENING SCHOOL No. 24.

It was stormy enough on Friday evening, yet we found every teacher at her post, and yes, almost every scholar too, and Trustees; also Miss Phillips, the Principal, knows well how to manage an evening school. President Wood would find satisfaction in visiting here. We visited every classroom and found all in nice order. In Miss Doyle's room the young ladies were earnest, dignified, self possessed and attentive; in Miss Baurens we were particularly delighted. Such a bevy of young misses one rarely meets even in a day

school. But you are to reflect that these all work each day—some in shops and some in manufactories. They all probably earn their own living! Think of this, ye who are urged by parents, spurred on by hope of getting gold-watches and other trinkets. These come because they see the value of it; tired as they must be, after supper they get ready for the evening school. We might easily go on and say that we found a good class in charge of Miss Murphy, and thus of the rest. But all deserve high praise.

Supts. Harrison and Jones visited here on the evening of the 10th. They examined the classes of Messrs. Doyle, Baurens, Murphy and Cullen (M. J.), those of Misses Harrah, McCue, Kavanagh and O'Brien. They spoke their satisfaction to the Trustees—it was the nice figure of 95 per cent. That will do for an evening school we think. There were 233 pupils present. Trustee Brennan was present, and soon after Trustees Mitchell and Von Glahn came in; they make frequent visits; they feel proud of the efforts of teachers and pupils; they encourage both onward.

This school presents many pathetic features. Mr. Brennan says one of the most attentive and intelligent girls is busy daytimes in the menial work of a stable! Her father looks upon her as a worker—she feels she is capable of something better. The history of many of these pupils if written down would startle more than that of 'Little Nell.' Do those who have the city money wish to stop such from getting an education?

LETTERS.

[From our Boston Correspondent.]

THE BOSTON SCHOOL BOARD.

The Legislature in Massachusetts passed an act in May, 1875, which reorganized the School Board of Boston and created a Board of Supervisors. This went into operation in January, 1876. It provided that there should be twenty-four members of the School Board, elected like the aldermen at large, and to serve for three years; that the City Superintendent of Schools should be elected for two years and six supervisors for the same length of time. This was a radical change. The old board consisted of over a hundred members, chosen by wards; it was so large that during the last year or two of its existence it accomplished very little work, often adjourning for want of a quorum.

There was a tremendous effort made by the poor trash of the old board to secure an election upon the new board. School politics ran high; the daily press took up the matter and generally spoke for the election of the best candidates, and in favor of the new enactment. The result was as good as could be expected, and yet hardly as grand as the friends of new measure enthusiastically predicted. Of the twenty four elected in December, 1875, four were women, eight or nine of the men were among the cream of the old board, and the rest were fair men for the position, with one or two exceptions.

During the year 1876 the board devoted a large amount of their time to organization; and a thorough revision of the Rules and Regulations. The Chairman who drafted the new rules was no less a personage than William T. Adams, widely known as "Oliver Optic." He devoted a large part of his time for six months to this unremunerative labor till recently he found himself obliged for want of time to resign after having been connected with our school board for a long number of years.

Early in the year the board elected a superintendent. There were two prominent candidates viz: Wm. T. Harris, LL., D. of St. Louis, and John G. Philbrick, Esq., for eighteen years superintendent in this city, but who resigned in 1874 on account of his health. The board was strongly divided upon the respective merits of these two men. Mr. Philbrick was finally elected by a small majority, much to the satisfaction of the teachers.

Then the Board of Supervisors was slowly filled up. The choice of persons for this important position was a mystery to many persons in Boston. The salary was fixed long before the election at \$4,000 per annum, a sum large enough to draw the best talent in the country to the office. Several of the most noted educators in New England consented to become candidates. These persons were quietly snubbed, and with one or two exceptions, persons were chosen who either knew nothing about schools, or who had not succeeded in school instruction. One of the lady members of the committee became a supervisor, and undoubtedly receives the highest salary paid to a woman in the city, and makes one of the best supervisors on the board.

The committee have made during the past year several radical changes in the regime of the schools. One is in reference to employing teachers. Formerly there was no restriction; now only those who hold certificates of service or examination can be employed even as substitutes. The object of this law was to raise the qualifications of the teachers and prevent nepotism which was becoming under the old system far too common. Another change made was in

reference to graduation and entrance to the High Schools. Formerly every grammar school had a separate and individual set of questions prepared by local authority for the diploma examination of each respective school, and scholars who entered the High School had to pass another examination which was uniform throughout the city. Now the Board of Supervisors make out a set of questions for all the graduates of the grammar schools, and those who pass are entitled to a grammar school diploma and likewise to entrance to the High Schools.

It will be seen by this review that the Boston Board of Education has become more like the New York Board in its duties and functions than it was previous to 1876. The advantages and disadvantages of these changes will afford a theme for future consideration. BOSTONIAN.

JERSEY CITY.

GRAMMAR SCHOOL No. 11.

A "Constant Visitor" says:—This is one of the many public schools of Jersey City. It has three floors; but we will ascend only the second. Miss Francis M. Soper is the Principal of the female dept., and has held this important office for twelve years. The first floor is occupied by the primary dept.; the second floor by the female dept.; and the third by the male dept. Each floor is divided into five class-rooms. We enter the 'first class room,' which is separated from the second and third, by sliding-doors which have black-boards on them; we sit on the platform and notice the pictures the room contains. One, a picture of Mr. W. L. Dickinson, the Sup't of the Jersey City schools. The other, a photograph of all the pupils in the whole school, taken together. Beside these there is the 'roll of honor,' which contains the names of the girls that have for a month been perfect, in conduct, lessons and punctuality. There are two pots of flowers on brackets, at each side of the room. A piano stands directly in front of the platform, and on the wall above the platform are several pieces of music (without words) which have been left by the music teacher, Mr. William Smedley. A large clock on the side of the room tells us it is 9, and Miss Soper taps a bell and the doors are thrown open. A teacher plays a march on the piano, and the fourth and fifth classes march in. A chapter from the Bible is read, and at a signal from the Principal their heads are all bowed, and they recite the Lord's Prayer. There are hymns and songs sung, among which are, 'What a Friend we have in Jesus,' 'Distant Bells,' 'America,' and 'Welcome.' The children have all bright and happy faces, and look as though they enjoyed it as much as we did. Then all the scholars marched around the room—the two classes that came in marching out again—and then took their seats. It was all done quickly and quietly. The doors were closed and the lessons began, and we assure you we spent a very pleasant half-hour.

THE ENGLISH LANGUAGE.

SYNONYMS.

In the practical use of the English language the use of synonyms is very common. We cannot teach the pupil the proper use of the synonym without pointing out the reason why the word used is appropriate. If we are going to express the idea of oppression we must not use the word violence, for all oppression is not violence; some conduct is oppressive and not violent; violence is therefore too narrow. But all oppression is unjust, and therefore the word we use must embrace the idea of injustice.

Correct these sentences and give the reasons: 'The tenant depressed his landlord by defrauding him of his rent.' 'The highwayman oppressed the traveler by taking his purse.' 'The tyrant oppressed one of his body-guard by giving him a blow.' 'They commenced to dance.' 'They began reading.'

In proceeding to use synonyms, we shall soon lay it down as a principle that they have not the same, but similar, meanings. Put a word like 'proud' on the blackboard, and at its right let synonymous words be placed. Thus: proud—presumptuous, insolent, haughty, vain. The teacher writes: 'He was too proud to beg,' and asks for sentences using properly the synonyms. Suppose these are given—'He was presumptuous enough to ask for the chief command.' 'The brutal insolence of the drunken soldiery alienated the natives.' 'The general, when requested to lay down his arms, haughtily replied, 'Come and take them.' 'The poet's vanity induced him to take every opportunity of reciting his works.'

The next thing will be a discussion of the reason why 'presumption' is better than 'proud.' Pride does not always obtrude one's claims—presumption does. Next why 'insolence' rather than 'pride'? Pride does not always exhibit a brutal contempt, haughtiness does. Next why use vanity instead of pride. Pride does not always ask for the admiration of others. A discussion of this kind will demand pa-

tience, and careful procedure. The tendency is to haste; to get over the ground as fast as possible. The whole advantage is gone when the pupil fails to feel the fitness of a word for a place, not only, but when he is unable to give a reason why one word suits better than another. Take time for him to find reasons. We subjoin other words and their synonyms to be used in a similar way; 'Authority'—power, strength, force; 'tribe'—nation, people, race, populace, population and family.

MYTHOLOGY.

The teacher who is ignorant of mythology lacks an essential qualification. Who has heard the stories about Apollo, or Prometheus, or Tantalus, and has not dimly at least seen the hidden meaning in them? Many ages ago, long before Europe had any of the nations who now live in it, men talked of the things which they saw and heard in a different way from what they do now. They thought the sun and stars, the rivers and streams, could see and feel and think, and that they shone or moved of their own accord. Thus they spoke of the sun as the lover of the dawn or morning, as longing to overtake her, and as killing her with his bright rays which shone like spears. We talk of the clouds, they spoke of the herds which the children of the morning drove every day to their pastures in the heavens. When the sun shone fiercely they said some one else who knew not how to guide his horses was driving his chariot through the sky.

When the inhabitants became scattered they carried the names they gave to the objects of nature along with them. So long as they were together there was no danger of their being misunderstood. To them the expression that 'Phœbus loves Daphne' meant 'The sun loves the dawn.' That 'Cephalus killed the beloved Procris,' to them meant that the sun dried up the dew as he rose in the sky. And so the fairy network of clouds caused by the sun, they said, was 'the robe which Helios gave to Medea.'

We owe much to Prof. Max Muller, who has done more than any other writers to bring out the exquisite poetry that underlies these ancient legends. He has shown that in their first shape these sayings were all natural and beautiful and true. We see the evening twilight die out: the ancient Greeks saw it and said the beautiful Eurydice had been stung by the serpent of darkness, and that Orpheus was gone to fetch her back from the land of the dead. We see the light which had vanished in the west reappear in the east; they said that Eurydice was now returning to the earth; and as this tender light is seen no more when the sun himself is risen, they said that Orpheus had turned around too soon to look at her, and so was parted from the wife he loved so dearly.

Dress as plainly as your parents will allow you; but in bright colors (if they become you), and in the best materials—that is to say, in those which will wear the longest.—When you are really in want of a new dress, buy it (or make it) in the fashion, but never quit an old one merely because it has become unfashionable. And if the fashion be costly, you must not follow it. You may wear broad stripe, or narrow, bright colors, or dark, short petticoats or long (in moderation), as the public wish you; but you must not buy yards of useless stuff to make a knot or a flounce of, nor drag them behind you over the ground, and your walking dress must never touch the ground at all. I have lost much of the faith I once had in the common sense, and even in the personal delicacy, of the present race of average English women, by seeing how they will allow their dresses to sweep the streets, if it is the fashion to be scavengers. Learn dressmaking yourself, with pains and time, and use a part of every day in needle-work, making as pretty dresses as you can for poor people who have not the time or taste to make them nicely for themselves. You are to show them in your own wearing what is most right and graceful, and help them to choose what will be prettiest and most becoming in their own station.—RUSKIN.

Everybody who was at the Centennial saw those ROLLING CHAIRS and admired their beauty and excellence. That they were strong is evident from the fact that they were perfectly solid after months of the hardest kind of usage. Probably very few noticed the method of construction, that they were made of three layers of wood, with the grain crossed, glued together and neatly perforated. We learn that Hadley Bros. & Kane, of Chicago, are preparing to manufacture the same material for use in School, Church, Hall, and Opera Seats. We shall watch the development of this new material for seating with much interest.

A very pretty and useful article is the 'Marrx Patent Scissors,' especially so for teachers. They are very handy, and fold up in a small case, so that the points are inclosed and do not protrude. The workmanship is of the best quality, and the fine points especially fitted for ladies' ornaments.

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During this month a large number of subscriptions will expire and their renewal is respectfully solicited. On account of the irregularity with which many teachers are paid we continue subscriptions until we are notified to the contrary. This is the custom of all educational and religious papers, we believe. As a rule, teachers deal justly and do not allow arrearages to lie on our books. In a few cases we have been asked by teachers to discontinue sending without paying arrearages due for nearly a year!!

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000	54,000 00
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Bonds and mortgages, 7 per	
cent	2,297,567 00
Demand loans on United States	
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Other real estate	86,414 59
Cash on hand and deposited in	
bank	418,707 33
Accrued interest	47,973 45
	\$6,445,680 33

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34th Dividend.

Union Dime Savings Bank.

The Trustees have declared their usual

Dividend

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Chartered 1852.

47th SEMI-ANNUAL INTEREST.

THE TRUSTEES OF THIS BANK have ordered that interest at the rate of SIX PER CENT, per annum out of the earnings of the past six months be paid depositors on and after Jan. 15, 1877.

MONEY DEPOSITED ON OR BEFORE JAN. 10 WILL BE ENTITLED TO INTEREST FROM THE 1st OF THAT MONTH.

Statement Jan. 1st, 1877.

Assets.	Value.
U. S. 5.20 p. c. gold bonds \$1,-	
630,000	\$1,845,975 00
U. S. 5. p. c. gold bonds,	
50,000	55,430 00
New-York City and Co., 6s.	
40,300	\$141,912 00
New-York City and Co., 7s 1-	
037,500	1,123,336 25
City of Brooklyn bonds 7s. 100-	
000	116 000 00
City of Yockers bonds, 7s. 50-	
000	54,000 00
Town of Shawangunk, N. Y.,	
7s. 0,000	5,700 00
Bonds and mortgages, 7 per	
cent	2,297,567 00
Demand loans on United States	
Government and New York	
City bonds	109,300 00
Real estate, banking-house	243,304 71
Other real estate	86,414 59
Cash on hand and deposited in	
bank	418,707 33
Accrued interest	47,973 45
	\$6,445,680 33

Liabilities.

Due depositors	\$5,884,819 06
do. Inter-est to date	165,363 41-6,050,182 47
Surplus	\$395,497 86

ISAAC T. SMITH, President.

A. F. OCKERSHAUSEN, Vice-Pres.

CLARKSON CRO. IUS, Ident.

T. W. LILLIE, Secretary.

Manhattan Savings Institution

Nos. 644 AND 646 BROADWAY,

Cor. BLEECKER St.

NEW YORK, Dec. 23 1876.

Fifty-Second Semi-Annual Dividend.

The Trustees of this institution have declared the Fifty-second Semi-Annual Dividend on all deposits on the 1st day of Jan. next (by the rules entitled thereto), at the rate of six per cent, per annum on sums not exceeding \$500.

and FIVE PER CENT. per annum on larger sums.

Payable on and after Jan. 15.

E. J. BROWN, Pres.

EDWARD SCHELL, Treas.

C. F. ALVORD, Sec.

DRY DOCK SAVINGS BANK,

341 and 343 BOWERY, cor. Third-st.

SIX PER CENT. INTEREST ALLOWED on sums of \$2,000 and under, and Five per Cent. on the excess over \$2,000.

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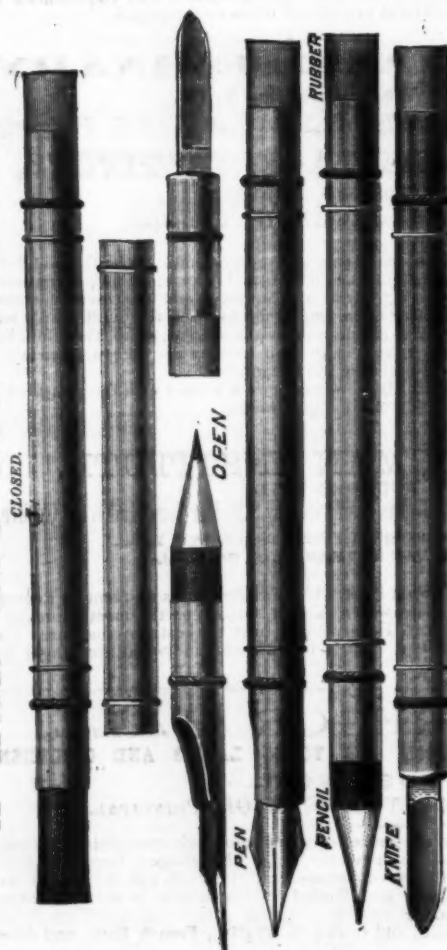
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